

Special Education Work-Based Learning: Transition

Course Code(s):	S25H01 Work-Based Learning: Special Education Transition
Credit:	0

Work-Based Learning: Transition is a current permanent course available for the few students who are unable to meet C25H16 Work-Based Learning: Career Practicum standards with appropriate accommodations and supports.

Course Requirements

Special Education Work-Based Learning Transitions Course Requirements	
Career Knowledge and Navigation Skills (CKNS) Understand and demonstrate appropriate professional safety standards (1)	
Accurately read and interpret safety guidelines appropriate for the roles and responsibilities of the related placement or project. Listen to safety instructions and be able to explain why certain rules apply. Demonstrate good safety techniques and follow all applicable laws related to the project or placement and keep updated records of training topics in the Safety Training Log.	
SE.CKNS.1.a	Demonstrate an understanding of safety guidelines appropriate for the roles and responsibilities of the related placement or project.
SE.CKNS.1.b	Listen to safety instructions and be able to explain why certain rules apply.
SE.CKNS.1.c	Demonstrate safety techniques (appropriate to the worksite) and follow all applicable laws related to the project or placement and keep updated records of training topics in the Safety Training Log.
Career Knowledge and Navigation Skills (CKNS) Plan and navigate education and career paths aligned with personal goals (2)	
Observe and analyze organizational culture and practices, e.g., how to interact with supervisors, clients, and co-workers, and how to recognize and address health, safety, and sustainability issues. Seek information from supervisors and other employees about appropriate methods of finding and securing employment in the industry and what	

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knowledge, skills, and educational credentials are required. Use the learning experience to review and update the student's long-term education and career goals based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources and support to improve skills.

SE.CKNS.2.a	Utilizing the Skill, Knowledge, and Experience Mastery Assessment (SKEMA) and a student's measurable postsecondary goals (MPSGs), develop and implement a personalized learning plan.
SE.CKNS.2.b	Observe and analyze organizational culture and practices, e.g., how to interact with supervisors, clients, and co-workers, and how to recognize and address health, safety, and sustainability issues.
SE.CKNS.2.c	Seek information from supervisors and other employees about appropriate methods of finding and securing employment in the industry and what knowledge, skills, and educational credentials are required.
SE.CKNS.2.d	Use the learning experience to review and update the student's MPSGs based on the knowledge and feedback acquired.
SE.CKNS.2.e	Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources and support to improve skills.

Career Knowledge and Navigation Skills (CKNS) Develop and implement a personalized learning plan (3)

Develop a Personalized Learning Plan specific to the student's placement or project, in accordance with approved policies. Participate in ongoing review and communications to determine progress against the plan with relevant stakeholders where necessary.

- a. Select and apply appropriate technical skills to accurately solve problems and perform expected tasks related to the work-based learning experience as outlined by the student's elective focus.
- b. Select and demonstrate appropriate format and style of communications in the work setting.
- c. Independently and proficiently read and comprehend academic and technical texts relevant to the work-based learning experience.
- d. Select and apply appropriate mathematical concepts to accurately solve problems and perform expected tasks related to work-based learning experiences.

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SE.CKNS.3.a	Develop a Personalized Learning Plan, utilizing the Skill, Knowledge, and Experience Mastery Assessment (SKEMA), specific to the student's placement or project, in accordance with approved policies.
SE.CKNS.3.b	Participate in ongoing review and communications to determine progress against the plan with relevant stakeholders where necessary.
<p style="text-align: center;">Career Knowledge and Navigation Skills (CKNS) Reflect on experiences through creation of a personal portfolio (4)</p>	
<p>Create a personal portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the Career Practicum course standards and the personalized learning plan. Identify and collect artifacts and/or work products that reflect the skills developed and knowledge gained through the WBL experience. Assess personal growth through thoughtful reflection and accurately self-assess to identify opportunities for further growth and development in the future. Products may include but are not limited to:</p> <ul style="list-style-type: none"> • Career and professional development plan • Resume and/or references • Pictures, videos, or other media samples from the placement • Examples of materials developed and used throughout the placement • Journal entries reflective of tasks and activities • Supervisor evaluations and observations • WBL coordinator evaluations and observations • Exit evaluations that include lessons learned and self-analysis of skill development 	
SE.CKNS.4.a	Create a transition portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the student's IEP, SKEMA, course standards, and the personalized learning plan.
SE.CKNS.4.b	Identify and collect artifacts and/or work products that reflect the skills developed and knowledge gained through the WBL experience.
SE.CKNS.4.c	Assess personal growth through thoughtful reflection and accurately self-assess to identify opportunities for further growth and development in the future.
<p style="text-align: center;">21st Century Learning and Innovation Skills (21CLIS) Demonstrate creativity and innovation (5)</p>	

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Use idea-generating techniques to explore divergent and atypical questions and perspectives to develop original ideas for products or solve problems – such as a constructed object, proposal, presentation, solution to a problem, service, system, work of art, writing sample, invention, event, or an improvement to an existing product. Exhibit insight into the particular needs and interests of the target audience that are driving the process of innovation.

SE.21CLIS.5.a

Use idea-generating techniques to explore divergent and atypical questions and perspectives to develop original ideas for products or solve problems – such as a constructed object, proposal, presentation, solution to a problem, service, system, work of art, writing sample, invention, event, or an improvement to an existing product.

SE.21CLIS.5.b

Exhibit insight into the particular needs and interests of the target audience that are driving the process of innovation.

21st Century Learning and Innovation Skills (21CLIS) Demonstrate critical thinking & problem solving (6)

Identify and ask significant questions to solve problems in the workplace. Use inductive and deductive reasoning methods to recognize faulty reasoning and to understand problems and alternative solutions. Solve problems using systems thinking (e.g., by understanding problems in terms of complex processes and environments). Identify key information, components and relationships that enable, influence, and produce outcomes

SE.21CLIS.6.a

Use self-advocacy skills to ask questions and to solve problems in the workplace.

SE.21CLIS.6.b

When encountering a problem, create a plan of action to form a solution using creativity and innovation.

SE.21CLIS.6.c

Identify key information, components and relationships that enable, influence, and produce outcomes.

21st Century Learning and Innovation Skills (21CLIS) Communicate* clearly and effectively, verbally and in writing (7)

Articulate ideas effectively in written communications with supervisors, coworkers, and customers by developing and delivering messages in written deliverables. Verbally articulate ideas effectively in interpersonal communications with supervisors, coworkers, and customers by developing and delivering messages in oral presentations. Demonstrate effective listening skills, attending to the meaning and intention of communications, by accurately paraphrasing what has been heard and by communicating with individuals of diverse backgrounds, perspectives, and cultures.

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SE.21CLIS.7.a	Articulate ideas effectively with supervisors, coworkers, and customers by developing and delivering messages.
SE.21CLIS.7.b	Demonstrate effective listening skills, attending to the meaning and intention of communications, by accurately paraphrasing and /or demonstrating what has been understood and by communicating* with individuals of diverse backgrounds, perspectives, and cultures.
<p style="text-align: center;">21st Century Learning and Innovation Skills (21CLIS) Collaborate and work productively as a team member (8)</p>	
<p>Work effectively as a member of a team and address conflict with sensitivity and respect for diverse points of view. Demonstrate understanding of one’s own impact and build on different perspectives to strengthen joint efforts. Demonstrate leadership where appropriate on collaborative workplace tasks. Effectively employ meeting management strategies, such as use of an agenda, time keeping and meeting facilitation strategies, identifying action items, and scheduling next steps.</p>	
SE.21CLIS.8.a	Work effectively as a member of a team using self-advocacy skills to collaborate and resolve conflict with sensitivity and respect for diverse points of view.
SE.21CLIS.8.b	Demonstrate understanding of one’s personal strengths and how they contribute to the team dynamics.
SE.21CLIS.8.c	Demonstrate leadership where appropriate on collaborative workplace tasks.
SE.21.CLIS.8.d	When appropriate, effectively use and participate in meeting management strategies as appropriate to placement: such as use of an agenda, timekeeping and meeting facilitation strategies, identifying action items, and scheduling next steps.
<p style="text-align: center;">21st Century Learning and Innovation Skills (21CLIS) Demonstrate information literacy (9)</p>	
<p>Access information efficiently using appropriate sources. Demonstrate understanding of the difference between credible and non-credible sources, including the difference between advertising and legitimate research. Evaluate information for usefulness, bias, and accuracy, and question information that may not be from credible sources. Demonstrate the ability to organize and manage information effectively and efficiently. Demonstrate ethical and legal uses of information, including adherence to all rules and regulations related to the sharing of protected information.</p>	
SE.21CLIS.9.a	Access information efficiently using appropriate sources.

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SE.21CLIS.9.b	Demonstrate ethical and legal uses of information, including adherence to all rules and regulations related to the sharing of protected information.
21st Century Learning and Innovation Skills (21CLIS) Use technology effectively and appropriately (10)	
Use appropriate technology for information search and retrieval, synchronous and asynchronous communications, multimedia presentations, document production, quantitative and qualitative analysis, and information management. Use social networking and online collaboration tools such as shared documents and web conferencing to create, integrate, and manage information in group projects. Access and manage online communication and information using multiple digital devices such as laptop computers, tablets, smart phones, etc. Demonstrate adherence to all rules and regulations related to the use of electronic tools and the internet, including appropriate protection of passcodes and adherence to all security protocols.	
SE.21CLIS.10.a	Use worksite specific and/or personal assistive technology appropriately for information search and retrieval to complete the tasks required of the position.
SE.21CLIS.10.b	Demonstrate adherence to all rules and regulations related to the use of electronic tools and the internet, including appropriate protection of passcodes and adherence to all security protocols.
Personal and Social Skills (PSS) Demonstrate initiative and self-direction (11)	
Complete tasks as directed without direct supervision, knowing when questions or guidance should be requested. Exhibit resourcefulness and initiative in taking on new tasks and solving problems as appropriate to the workplace setting. Demonstrate interest in learning and exhibit personal agency in identifying and achieving instrumental and ultimate learning objectives. Demonstrate curiosity to learn more about the tasks, as exhibited in the workplace or industry. Explore deeper content on one's own and request opportunities for professional development. Demonstrate self-efficacy and confidence in one's ability to succeed in specific situations.	
SE.PPS.11.a	Complete tasks as directed independently with appropriate workplace accommodations as determined by the IEP team.
SE.PPS.11.b	Use self-advocacy skills to know when questions or guidance should be requested.
SE.PPS.11.c	Using minimal prompts, exhibit resourcefulness and initiative in taking on new tasks and solving problems as appropriate to the workplace setting.

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SE.PPS.11.d	Demonstrate interest and curiosity to learn more about the tasks, as exhibited in the workplace or industry.
SE.PPS.11.e	Demonstrate self-determination and confidence in one's ability to succeed in specific situations.
Personal and Social Skills (PSS) Demonstrate professionalism and ethical behavior (12)	
<p>Present oneself professionally and with proper etiquette, in accordance with norms of the industry and workplace. Demonstrate reliability and responsibility in attendance and in following through on agreed-upon tasks; communicate with supervisor when circumstances change. Demonstrate integrity and ethical behavior in all worksite activities including the use of tools and materials, handling of money, logging of hours, billing of clients, sharing of information, and completion of all personnel-related forms. Understand and adhere to appropriate workplace non-discrimination standards on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity, pregnancy, veteran status, or any characteristic of a person or group unrelated to the workplace.</p>	
SE.PPS.12.a	Present oneself professionally and with proper etiquette, in accordance with norms of the industry and workplace.
SE.PPS.12.b	Demonstrate reliability and responsibility in attendance and in following through on agreed-upon tasks; communicate* with a supervisor when circumstances change.
SE.PPS.12.c	Demonstrate integrity and ethical behavior in all worksite activities including the use of tools and materials, handling of money, logging of hours, billing of clients, sharing of information, and completion of all personnel-related forms.
SE.PPS.12.d	Understand and adhere to appropriate workplace non-discrimination standards on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity, pregnancy, veteran status, or any characteristic of a person or group unrelated to the workplace.
Personal and Social Skills (PSS) Demonstrate interpersonal and social skills using cultural/global competence (13)	
<p>Demonstrate effective and respectful interactions with coworkers, supervisors, and customers. Respect cultural differences at a worksite or project, and work effectively with people from diverse social and cultural backgrounds. Exhibit appropriate interpersonal behaviors regarding workplace hierarchy, use of time/punctuality, dress, food, holidays, and etiquette.</p>	

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SE.PPS.13.a	Demonstrate effective and respectful interactions with coworkers, supervisors, and customers.
SE.PPS.13.b	Respect cultural differences at a worksite or project, and work effectively with people from diverse social and cultural backgrounds.
SE.PPS.13.c	Exhibit appropriate interpersonal behaviors regarding workplace hierarchy, use of time/punctuality, dress, food, holidays, and etiquette.
<p style="text-align: center;">Personal and Social Skills (PSS) Demonstrate adaptability and flexibility (14)</p>	
Exhibit adaptability and flexibility in a variety of roles, jobs responsibilities, schedules and contexts. Work effectively when projects and tasks change or the priorities seem ambiguous. Demonstrate a willingness to alter behaviors or tasks as circumstances change. Respond positively to praise, setbacks, and constructive criticism.	
SE.PPS.14.a	Exhibit adaptability and flexibility in a variety of roles, job responsibilities, schedules, and contexts.
SE.PPS.14.b	Seek appropriate accommodations as needed and continue to work effectively when projects and tasks change or the priorities seem ambiguous.
SE.PPS.14.c	Demonstrate a willingness to alter behaviors or tasks as circumstances change.
SE.PPS.14.d	Respond positively to praise, setbacks, and constructive criticism.
<p style="text-align: center;">Personal and Social Skills (PSS) Demonstrate productivity and accountability (15)</p>	
Manage time and projects effectively by setting goals; developing and using a system for prioritizing, planning and managing daily work; and seeking assistance and adjusting plans to adapt to changing circumstances. Demonstrate attention to detail, and degree of precision and accuracy appropriate to the task. Demonstrate accountability to coworkers and supervisors and customers by delivering work to agreed-upon standards and completing agreed-upon projects on time, and exhibiting pride in workmanship.	
SE.PPS.15.a	Manage time and projects effectively, with appropriate supports, by setting goals driven by age-appropriate transition assessments; using a system for prioritizing, planning and managing daily work; and seeking assistance and adjusting plans to adapt to changing circumstances.
SE.PPS.15.b	Demonstrate attention to detail, and degrees of precision and accuracy appropriate to the task.

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SE.PPS.15.c	Demonstrate accountability to all stakeholders, including oneself, by completing agreed-upon work expectations on time.
Special Education Specific† (SES) Demonstrate knowledge of the process for obtaining employment (16)	
<i>No general education equivalent.†</i>	
SE.SES.16.a	Design a resume based on the student’s career interest, work experience, strengths/skills, and needed workplace accommodations.
SE.SES.16.b	Practice completing job applications both in writing and online.
SE.SES.16.c	Demonstrate effective job interview skills, including self-advocacy and knowledge of disability disclosure.

***Communication skills need to be measured using the student’s most effective communication modality, tools, or assistive technology.**

†Special Educaiton Specific course requirements are designed to extend and generalize the learning in the course in an effort to improve student postsecondary outcomes.

Course Requirements Numbering Notes

The numbering is not exactly parallel to the general education standards but is designed to create some consistency across disciplines for the special education teachers who may be teaching multiple subjects.

The following system was used to number the course requirements:

SE.CKNS.1.a

Special education (**SE**) course requirements

Career Knowledge and Navigation Skills (**CKNS**) is the category

The domain of skills (**1**)

Course requirement (**a**)